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ABSTRACT

In 1987, exacting sessions in the Texas State Legislature over higher education appropriations, and a subsequent veto by the governor of a 7% increase in community college funding, convinced officials in the Dallas County Community College District (DCCCD) that a heightened legislative focus was necessary. A study was conducted to determine the perceptions of DCCCD employees concerning appropriate strategies to strengthen legislative liaison functions in the district. Focus groups made up of top administrators at each campus, non-contractual officers, and past and present faculty association officers were convened at nine locations in the district. Participants were asked about the comparative value of efforts to enhance college-level grass roots legislative advocacy, formulate public opinion through the media, strengthen liaisons with state agencies, and form political action committees. Study findings, based on responses from 141 staff members, included the following: (1) 78% considered the enhancement of college-level grass roots involvement "very important"; (2) the majority felt that the DCCCD's chancellor was the most responsible for legislative advocacy; (3) 90% believed that an economic impact study would be "very helpful"; (4) 60% "definitely" supported conducting public opinion polls to inform legislators of the importance of community colleges to the public; (5) 77% indicated that state-level legislative advocacy should be one of the top ten priorities; (6) 94% replied "sounds good" or "absolutely" to strengthening legislative advocacy; and (7) 41% "definitely" felt there should be a DCCCD political action committee. The survey instrument, background information, and individual responses are appended. (AJL)

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ED301231

A STUDY TO DETERMINE DESIRABLE STRATEGIES FOR LEGISLATIVE ADVOCACY

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

SPRING/SUMMER
1988

SUBMITTED BY
JACKIE CASWELL

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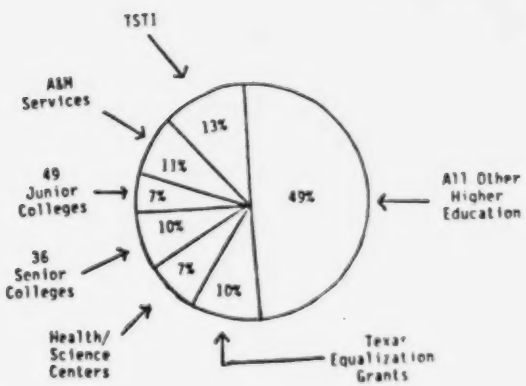
A STUDY TO DETERMINE DESIRABLE STRATEGIES FOR LEGISLATIVE ADVOCACY

BACKGROUND

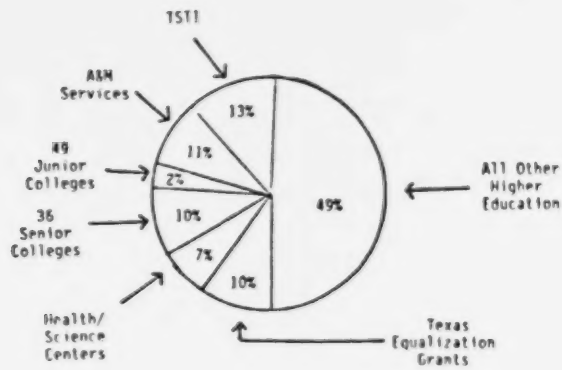
It was July 21, 1987, the last day of the Second Special Session of the 70th Texas Legislature. There was a general sense by those in the higher education community that the recent six and one-half month fight over state funding was just the tip of the iceburg. Community/junior college officials felt relief over having maintained a seven per cent increase in funding for 1988-89 yet were disconcerted to find that senior colleges and technical institutes would receive even higher percentages (see Table 1). In fact, within 30 days these same community/junior college officials would find that the Governor had vetoed $45 million or another five per cent of the original community/junior college funding recently passed by the state legislature.

Table 1
1988-89 Biennium
Funding for Higher Education

Pre-Veto



Post-Veto



Anger, shame, embarrassment and helplessness were all emotions which the veto exacted from community/junior college leaders. Why were community/junior colleges singled out as the major agency cut in the Governor's veto package? Many wondered if we were too easy a target with the $45 million insurance allocation hanging perilously separated from other community/junior college appropriations. Or, did the Governor's actions imply community/junior colleges were not strong enough politically to mount an effective resurgence against the veto. The following is a quote from the Governor's Veto Proclamation.

> Public Junior/Community Colleges in Texas currently receive more per capita funding than any other state in the nation. Additional increases in appropriations made to these schools exceed what is reasonable for good public policy in these difficult times. The intent of this veto is not to eliminate group insurance premiums for staff. Staff group insurance premiums for these colleges should be paid through funds allocated to each individual school.

The National Association of Community College Business Officers (NACUBO) has published a report which shows that the Governor's statement about the funding level for Texas community colleges is inaccurate (see Appendix 1). Actual data indicates that Texas community colleges are funded at about the mid-point of all other community colleges in the country. Numerous attempts by junior college leaders to obtain an audience with the Governor to review these facts have been fruitless.

Because the veto occurred late in the year (August 7, 1987), virtually all 49 community/junior colleges were forced to resort to across the board budget cuts and/or revenue enhancements to meet the crisis. These measures have generally included the following:

* property tax, tuition, and student fee increases
* frozen faculty and staff salaries or cuts in planned increases
* increased class size
* deferral or elimination of instructional equipment purchases, repair, and maintenance and physical plant maintenance
* borrowing from reserve funds dedicated to physical plant maintenance
* reductions in operating budgets, student services, and faculty and program development

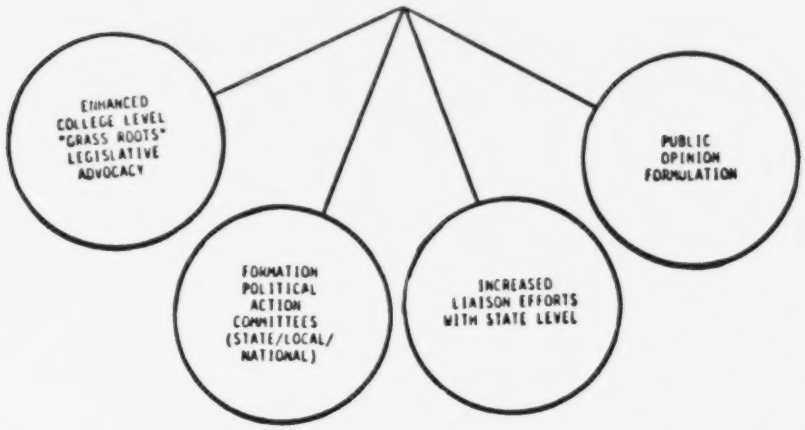
The Dallas Community Colleges offset its share of the vetoed amount ($5.5 million) primarily by raising local taxes. No penalty for the veto was therefore passed on to local faculty/staff.

A LEGISLATIVE STRATEGIC PLAN

The exacting legislative sessions and the Governor's veto made officials in the Dallas Community Colleges aware that a heightened legislative focus

was in order. In the fall of 1987 several strategies were discussed with the DCCCD Trustees. These were envisioned as planning elements to strengthen overall legislative advocacy. They are as follows:

DCCCD Proposed Legislative Strategies


ENHANCED COLLEGE LEVEL "GRASS ROOTS" LEGISLATIVE ADVOCACY
FORMATION POLITICAL ACTION COMMITTEES (STATE/LOCAL/ NATIONAL)
INCREASED LIAISON EFFORTS WITH STATE LEVEL
PUBLIC OPINION FORMULATION

The Trustees offered encouragement to pursue the four areas of emphasis. The project coordinator for this study who serves as the Legislative Liaison for the Dallas Community Colleges proceeded to schedule a series of meetings at the various system locations to present this approach to college/district office personnel for their information and reaction.

PURPOSE OF STUDY

This study was designed to capture what a sampling of DCCCD personnel felt was an appropriate strategy to strengthen legislative liaison functions in the Dallas Community Colleges. Historically, the DCCCD has had a very centralized approach to legislative funding efforts.

State funding for higher education in Texas was long viewed as a positive venture. In the seventies, state agencies worried more about how much of an increase they would get rather than about whether or not funding would remain stable or decline. The price of a gallon of oil began to fall in 1985, however, and by the summer of 1986, Governor White was asking for a six per cent voluntary reduction of funds from each state agency. Soon after the Governor's appeal a special session was held in which 1987 funding was cut nine per cent for community/junior colleges and thirteen per cent for senior colleges. (See Appendix 2)

Desirable Strategies for Legislative Advocacy

Since the 1986 cuts many higher education institutions have tried to recover funding levels equal to or greater than those of 1985. Indeed a whole new respect for legislative appropriations advocacy developed among institutions of higher education. The effect of the cuts in 1986 is beginning to affect pocketbooks in 1988. (See Table 2)

Table 2

Three Biennia Funding Comparison for 49 Texas Junior Colleges 1985-89

1985	1987	1989
$449,639,591	$405,310,803	$413,533,788

In reality, however, there are certain restrictions on what a public education institution can do to increase its funding level through the legislative process. (See Appendix 3) The laws primarily restrict public sector efforts to those of providing information and clarification. In some cases what may appear to be lack of aggressive legislative activity is actually acquiesence to legal restrictions on spending public money.

The project coordinator for this study defined four broad areas of emphasis in legislative advocacy which she felt best represented the views of personnel from the Dallas Community Colleges as well as emerging practices, some of which were occurring in other institutions of higher education. They are:

Enhanced College Level "Grass Roots" Legislative Advocacy
Public Opinion Formulation through the Media
Increased Liaison Efforts with State Agencies
Formation of Political Action Committees (State/Local/National)

These four strategies were developed into a presentation coupled with an historic perspective of state funding. The presentation was delivered to selected personnel at nine of the ten DCCCD locations. (The Job Training Center was not included because its funding base is primarily from federal resources.) These presentations were designed to update staff on the funding picture, propose to them some recommended strategies and solicit their feedback as to which strategies they felt were most important.

Those participating in this study were asked to rate the presentation and offer suggestions for preparing similar efforts in the future. The respondents gave high ratings to the session with eighty-four per cent indicating it either "really opened their eyes" or "fulfilled their expectations" regarding the DCCCD legislative strategy. The suggested areas

for emphasis in future presentations were: More information about political action committees (PACS); insight into grass roots involvement; specifics on individual legislators; "how tos" concerning educating legislators; support for economic impact studies; encouragement to form a PAC; continued emphasis on legislative needs; and, more frequent updates and/or more perspectives on the legislative process.

DESIGN OF STUDY

This project was planned as a method of receiving feedback on legislative strategies through a sampling of employee groups within the Dallas Community Colleges. Each group was kept to 20-30 people. A draft list of personnel was generated for each location by the project coordinator. She attempted to include in each setting: (1) the top administrative leadership; (2) the non-contractual officers; and (3) the faculty association officers, past and present. The initial participant list was reviewed by the project coordinator with the college president or appropriate counterpart.

After the list was finalized, a memo was generated listing all invitees and describing the details of the focus group meeting. The rooms for the meetings were arranged through the college president's secretary or appropriate scheduling agent at District Office locations. In sending the memo, every effort was made to allow two weeks lead time from receipt of the memo to the date of the meeting (see Appendix 4). Location visits included:

DCCCD Legislative Strategy Focus Group Meetings
Schedule of Location Visits

Brookhaven	3/22/88	2:00 - 3:30 p.m.
Cedar Valley	4/19/88	2:00 - 3:30 p.m.
Eastfield	3/30/88	2:00 - 3:30 p.m.
El Centro	3/31/88	1:30 - 3:00 p.m.
Mountain View	4/14/88	1:30 - 3:00 p.m.
North Lake	4/4/88	1:30 - 3:00 p.m.
Richland	4/13/88	1:30 - 3:00 p.m.
District Service Center	5/6/88	9:00 - 10:30 a.m.
District Offices	4/29/88	9:00 - 10:30 a.m.

As a method of documenting the feedback from the focus group meetings the project coordinator developed a response form (see Appendix 5). This evaluation instrument asked eight questions pertaining to the strategies described and four questions concerning participant characteristics. At the end of each focus group presentation the response forms were distributed to the participants. The project coordinator collected the response forms at the end of each focus group meeting.

RESULTS OF STUDY

For the purposes of this study there were nine locations visited. A total of 141 respondents completed a response form out of a potential invitation list of over 217 people. (The 217 figure is not a finite number because at two locations the invitation was open to all staff.)

Table 3

Respondent Profile: Employee Group by Location

	Administrative	Faculty	Non-Contractual	NA	Total Respondents
Brookhaven	3	6	1		10
Cedar Valley	3	4	4		11
Eastfield	4	8	3		15
El Centro	8	7	3		18
Mountain View	6	9	2	1	18
North Lake	2	8	1		11
Richland	26	5	3		34
District Service Center	10		6	1	17
District Office	6		1		7
Total	68	47	24	2	141

All but one respondent was full-time. Forty-eight per cent were administrative, thirty-three per cent were faculty and seventeen per cent were non-contractual employees. (See Table 3). Most of the respondents (79%) have been with the DCCCD five or more years and fifty-six per cent have been with the system for ten or more years. (See Table 4)

Table 4

Respondent Profile: Years Worked in DCCCD by Location

	Less Than 1 Year	1-3 Years	3-5 Years	5-10 Years	10+ Years	Other	NA	Total Respondents
Brookhaven		1		3	6			10
Cedar Valley			2	2	7			11
Eastfield		1		1	13			15
El Centro		2		3	13			18
Mountain View				3	14		1	18
North Lake		2	1	3	5			11
Richland	1	1	6	10	16			34
District Service Center	1	3	3	3	6		1	17
District Office			1	4	2			7
Total	2	10	13	32	82		2	141

Grass Roots Legislative Advocacy

The phrase "enhanced grass roots legislative advocacy" refers to a more decentralized method of soliciting support from local representatives and senators. Each college has traditionally been provided with a listing of the twenty-three members of the Dallas Delegation which includes 17 state representatives and 6 state senators (see Appendix 6). The assignment of these legislators to the colleges theoretically is correlated to the legislator's district and the college's service area.

A list of the various functions which college personnel can appropriately serve in aligning with a legislator were outlined for the participants. Many of these functions were already being performed at some of the campuses.

Types of College Advocacy

- Legislative Forums
- Legislative Receptions
- Class Visitations
- Leadership Pow Wow's (intimate groups of leaders with elected officials)
- Attending Legislator's Events
- Cassette Tapes of College Talent or Info
- Special Invites to Special Events
- Voter Registration Drives
- Campaign Volunteers (Students, Faculty and Staff)
- Member Appreciation Days

All those responding felt enhanced college level grass roots involvement with legislators in their service areas would be "Helpful" or "Important" with seventy-eight per cent indicating that such a strategy was "Very important." Comments related to this question included "Should have been done long ago" and "We have tried, but get very little participation. How can we do better?" (See Table 5)

Table 5

Importance of College Level "Grass Roots" Involvement as Indicated by Location

	Very Important	Important	Helpful	Optional	Not Very Helpful	NA	Total Respondents
Brookhaven	8	1	1				10
Cedar Valley	9	1	1				11
Eastfield	14	1					15
El Centro	15	3					18
Mountain View	12	5	1				18
North Lake	8	2	1				11
Richland	25	9					34
District Service Center	11	4	2				17
District Office	7						7
Total	109	26	6				141

While the colleges have been encouraged to participate more aggressively in the legislative process this effort has often been viewed as more perfunctory than essential to legislative success. Accountability parameters have not been outlined nor has the specific role of the college president in the state legislative picture been discussed. The DCCCD Chancellor has been viewed as the chief political "mover and shaker" for the system. This was substantiated by the responses in this study. When asked, "I believe the following carry the most responsibility for our legislative success," the majority indicated the Chancellor's role as most important with the Board of Trustees and the Legislative Liaison receiving the next highest marks. The fourth most checked item was "all of the above." The categories which respondents felt had the least responsibility for legislative success were the students and non-contractual employees. (See Table 6)

Table 6

Positions Considered Most Responsible for Legislative Advocacy as Indicated by Location

	Chancellor	Executive Cabinet	College Presidents	Legislative Liaison	Board of Trustees	Faculty	None of Above	All of Above	Students	Non-Contractuals	NA	Other (Administrators)	Total Respondents
Brookhaven (10)*	7	1	5	5	4	5		3	5	3	1		39
Cedar Valley (11)	5	3	3	7	5	5		4	2	2			36
Eastfield (15)	7	1	2	5	5	3		8	2	2		1	36
El Centro (18)	4	1	2	3	5	2	1	12	4	1			35
Mountain View (18)	11	5	6	9	8	6	1	5	2	1			54
North Lake (11)	10	6	9	9	9	4		1	2	2			52
Richland (34)	21	10	12	14	15	12		18	13	11		1	127
District Service Center (17)	11	8	10	9	12	4		8	2	2			66
District Office (7)	5	3	5	4	5	3	1	3	1	1			31
Total	81	38	54	65	68	44	3	62	33	25	1	2	476

*Location Respondents

Public Opinion Formulation

In this study the phrase "public opinion formulation" is defined as an increased sense of awareness through the media of how effective the DCCCD is, how much Dallas County constituents support it, and how they want the best

for this community college system. Economic impact studies, public opinion polls, forecasting, marketing, cost effectiveness initiatives, and student success stories were strategies explored by the presenter. Examples of similar efforts by senior colleges were highlighted.

One of the two questions on the response form dealing with "public opinion formulation" asked: "I believe an 'economic impact study' connecting our funding levels with the dollars we pour back into the community would be (a) Very helpful; (b) Good but not necessary; (c) Okay; (d) Not helpful."

The support for an "economic impact study" was even more pronounced than that for the grass roots advocacy (see Table 7). Ninety per cent or 127 respondents felt "...an economic impact study connecting our funding levels with the dollars we pour back into our community would be 'very helpful.'" Six per cent felt an economic impact study was "good but not necessary" and three per cent stated an economic impact study was "okay." No one chose "not helpful" to describe their reaction to an economic impact study. Several respondents encouraged moving ahead rapidly with the development of these studies. While some felt economic impact studies did not need to be done on a campus by campus basis, others felt it would be helpful to have a separate economic impact study performed on each college so the data could be shared with suburban chambers of commerce.

Table 7

Location Response to Conducting Economic Impact Studies

	Very Helpful	Good, but Not Necessary	Okay	Not Helpful	NA	Total Respondents
Brookhaven	10					10
Cedar Valley	11					11
Eastfield	13	1	1			15
El Centro	18					18
Mountain View	15	1	2			18
North Lake	10	1				11
Richland	30	3	1			34
District Service Center	14	2	1			17
District Office	6	1				7
Total	127	9	5		-	141

Respondents were also asked: "I believe we should conduct public opinion polls as a method of letting legislators know how important we are to the taxpaying public: (a) Definitely; (b) Probably so; (c) Okay; (d) Won't do any good; (e) Other."

The respondents were not as overwhelmingly supportive of conducting public opinion polls as they were for economic impact studies, but they were still very positive about the concept (see Table 8). Sixty per cent selected "definitely" as their choice in terms of conducting public opinion polls, twenty-seven per cent chose "probably so," nine per cent felt it was "okay," with one respondent indicating it "won't do any good." Some participants stated they did not quite understand the concept behind public opinion polls and were concerned about what to do with findings which might be contrary to the image we would want to project.

Table 8

Location Support of Public Opinion Polls

	Definitely	Probably So	Okay	Won't Do Any Good	Other	NA	Total Respondents
Brookhaven	9					1	10
Cedar Valley	6	4	1				11
Eastfield	9	3	1		1	1	15
El Centro	10	6	2				18
Mountain View	9	4	4	1			18
North Lake	8	3					11
Richland	16	12	5			1	34
District Service Center	13	4					17
District Office	5	2					7
Total	85	38	13	1	2	2	141

Increased Legislative Liaison Functions at the State Level

The project coordinator explained to each focus group the expanded nature of developing broader liaison functions in Austin. The researcher cautioned participants about the tendency for us to have parochial vision. The times have changed drastically. The agencies and departments

coordinating activities at the state level have gradually received greater authority over higher education institutions, their programs and their funding base. The following were listed as agencies or legislative entities which regularly monitor, request information from, and have a greater awareness of community colleges.

State Entities Targeted for Increased Liaison Efforts

- Legislature
- Coordinating Board
- Junior College Association
- Interim Committees
- Select Committees
- Governor's Office
- Department of Commerce
- Task Forces
- Other Higher Education Institutions

In Table 9, respondents indicated they felt that "legislative advocacy" at the state level should be "one of our top ten priorities with twelve per cent feeling it should be "our most important priority." Eleven per cent indicated it was "considered equal to other goals." No one responded that "we should not even be involved." One respondent added "Let's show the legislature what we do and how well we do it and that we are indispensable to Texas education."

Table 9

Priority Each Location Would Place on State Level Legislative Advocacy

	Our Most Important Priority	One of Our Top Ten Priorities	Considered Equal to Other Goals	We Shouldn't Even Be Involved	Total Respondents
Brookhaven	2	4	4		10
Cedar Valley	2	8	1		11
Eastfield	2	11	2		15
El Centro	2	14	2		18
Mountain View	1	14	3		18
North Lake	2	9			11
Richland	5	27	2		34
District Service Center		15	2		17
District Office	1	6			7
Total	17	108	16		141

The participants were asked if they believed "the DCCCD should strengthen its overall legislative advocacy." Ninety-four per cent of the respondents replied "Sounds good" or "Absolutely" in response to this statement. The remaining six per cent indicated "It's on track." None of the respondents chose "It won't do any good" or "Absolutely not." One respondent added the following: "The more we can influence the better. If we believe in education we better put on the gloves and get in the arena." (See Table 10)

Table 10

Location Reaction to Strengthening Legislative Advocacy

	Absolutely	Sounds Good	It's on Track	It Won't Do Any Good	Absolutely Not	NA	Total Respondents
Brookhaven	9	1					10
Cedar Valley	11						11
Eastfield	13	1	1				15
El Centro	14	2	2				18
Mountain View	14	4					18
North Lake	8	2	1				11
Richland	25	7	2				34
District Service Center	14	1	2				17
District Office	7						7
Total	115	18	8				141

Political Action Committee Development

In each focus group presentation, the project coordinator provided an outline of a national community college political action committee, the proposed state-wide junior college political action committee, and a concept for a local political action committee. (See Appendix 7) At the time of this study, the national community college pac (CCPAC) had been in existence for approximately a year. A recent report on its progress is contained in Appendix 8.

The formation of a statewide political action committee supported by the 49 junior college districts in Texas has been under discussion in meetings of the Texas Public Community/Junior College Association (TPC/JCA) since fall of 1987. Such a PAC was envisioned as targeting statewide office holders and committee chairmen. The degree of opinion regarding the statewide PAC was so diverse that the association decided to table the issue for the immediate future. Even though the statewide PAC would have given community colleges more legislative status the unity of the association was deemed more important. Sister higher education institutions' legislative activities are already facilitated by the Friends of Higher Education PAC organized and supported by Jess Hay. This PAC was initiated in Spring, 1987.

Because of the national and statewide emphasis on forming a political action committee, consideration has been given to forming a local political action committee. To determine whether a local PAC would be supported by DCCCD employees, participants were asked several related questions and were provided with annual projections or solicitations per employee (see Appendix 9). They were also given a sample budget for a proposed political action committee whose primary target would be the twenty-three members of the Dallas Delegation. (See Appendix 10)

The first question concerning this strategy was: "I believe the DCCCD should continue to pursue the establishment of a political action committee: (a) Definitely; (b) Sounds good; (c) Maybe; (d) Maybe not; (e) Absolutely not."

Table 11

Location Response to Establishing a DCCCD PAC

	Definitely	Sounds Good	Maybe	Maybe Not	Absolutely Not	NA	Total Respondents
Brookhaven	3	1	3	2	1		10
Cedar Valley	5	3	2	1			11
Eastfield	8	4	2	1			15
El Centro	8	4	6				18
Mountain View	4	2	8	2	1	1	18
North Lake	3	3	3	2			11
Richland	14	18	2				34
District Service Center	10	5	2				17
District Office	4	2		1		-	7
Total	59	42	28	9	2	1	141

Forty-one per cent indicated they "definitely" believed the establishment of a political action committee should be pursued. Thirty per cent chose "Sounds good" to describe their reaction to this statement and twenty per cent selected "Maybe" as their response. One per cent or nine respondents indicated "Maybe not" and two respondents said "Absolutely not." While very few respondents were against proceeding with the formation of a PAC those who did not support such action seemed very adamant. One participant stated,"I think this may be dangerous for a tax supported institution. Other lobbying techniques would be better." (See Table 11)

When asked to respond to another political action committee related question, "I believe we need to pool our individual resources and all cooperate in making a stronger impact on the state legislature," eighty-four per cent indicated "definitely," eleven per cent "maybe," two per cent "okay" and one per cent "not necessary." Again, one person wrote after this question "Individual resources, not money!; I'll march; I'll write letters; I'll parade--I won't join a PAC. Okay." (See Table 12)

Table 12

Location Response to Pooling Resources

	Definitely	Maybe	Okay	Not Necessary	NA	Total Respondents
Brookhaven	9			1		10
Cedar Valley	10			1		11
Eastfield	11	3	1			15
El Centro	16	2				18
Mountain View	13	2	3			18
North Lake	9	2				11
Richland	32	2				34
District Service Center	12	3	2			17
District Office	6	1				7
Total	118	15	6	2		141

Each sample group was asked to indicate how they would suggest raising funds for a political action committee if one were organized. It appeared from the manner in which this question was answered that it was not clear to the respondents what exact value was given to the items listed. The project coordinator tallied the responses according to the apparent weight intended, but this question may require further research. (See Table 13)

Table 13

Preference for Method of Solicitation for Contributions

Method	Average Weight
Direct Solicitation	48%
Solicitation by Employee Group	48%
Major Fundraising Activity	41%
Selling Items (tee shirts)	37%
Telethon	35%
Special Sports Event	34%

One study participant added this thought, "A political action committee does not have to raise large sums of money. It can organize voting blocks in support of candidates and issues and thereby be perceived as important by legislators."

When asked to what groups respondents currently contributed and how much they would contribute to a political action committee, the respondents indicated they support United Way, the DCCCD Employee Development Fund and two - five other charities (See Table 14). Most respondents chose $25.00 as the amount they would annually contribute to a PAC if it were organized with $50.00 - $100.00 as the second most frequent choice and $20.00 as the third most frequent selection.

The last response participants were asked to give pertained to comments they felt would be helpful in formulating DCCCD legislative strategies. The comments listed in this section were very positive, supportive and helpful. Most respondents asked for more information about the legislative process or individual legislators. They also suggested: Enhanced efforts at coordinating all sectors of legislative activities; the formation of an internal information sharing device such as a newsletter; and, more campus level interaction with local legislators. One participant proposed a listing of legislative committee assignments be matched to specific academic disciplines and distributed accordingly. Many other good thoughts were offered, and a compendium of these suggestions is available in Appendix 11.

RECOMMENDATIONS

The results of meeting with nine separate faculty and staff groups were positive. The experience was helpful to the researcher in determining the political expectations held by DCCCD employees. For the most part staff

Table 14

Overview of Contribution Levels

Recommended Annual Contributions

	$5.00	$10.00	$15.00	$20.00	$25.00	$35.00	$50.00 - $100.00	$100+	NA	Total Respondents
Brookhaven		2	1		2		2		3	10
Cedar Valley		2		2	1		3	2	1	11
Eastfield	1			4	2	2	4	1	1	15
El Centro		1		4	4	3	3	3		18
Mountain View				2	6		4		6	18
North Lake	1		1	2	4	1			2	11
Richland	3	1		10	12		6	1	1	34
District Service Center		2	1	2	4	2	4		2	17
District Office		1		1	2	1	2			7
Total	5	9	3	27	37	9	28	7	16	141

Current Contributions Indicated

	Employee Development Fund	DCCCD Foundation	United Way	Faculty Association	1-2 Other Charities	2-5 Other Charities	Other	NA	Total Respondents
Brookhaven (10	7	3	9	6	4	5			34
Cedar Valley (11)	7	4	9	4	4	5		1	34
Eastfield (15)	8	7	7	6	4	9			41
El Centro (18)	6	11	18	6	2	9			52
Mountain View (18)	12	9	12	9	7	8			57
North Lake (11)	6	4	8	7	3	6			34
Richland (34)	18	7	29	5	12	15			86
District Service Center (17)	10	5	12		9	7		1	44
District Office (7)	5	2	6		2	4			19
Total (141)*	79	52	110	43	47	68			399

*Location Respondents

seemed to be concerned about state funding levels but unsure how they could play a useful role in supporting better funding for Texas community/junior colleges.

The focus groups were also a method of informing key system leaders about the effects of the last legislative session and offering strategies for the forthcoming session. Participants began to realize that they can play an important role in how the DCCCD fares in the legislature. More legislative information should be disseminated to the campuses in the future.

The four strategies outlined in the presentation were well received. Few if any negative comments were voiced, with the exception of some adamantly opposing the development of a political action committee. However, the researcher found much less opposition to the local political action committee concept than anticipated. The following suggestions are set forth for each of the strategies:

Enhanced College Level "Grass Roots" Legislative Advocacy

A "grass roots" effort seems very popular with campus personnel. But, clarification of exactly what is expected to occur in local college advocacy is necessary. The colleges should see themselves as a major component in a legislator's district. One suggested activity involves each college determining how many of its staff and students are also members of the legislator's district in that college's service area. The Legislative Liaison officer can assist the colleges in this identification process.

The role of the college president in providing leadership for the "grass roots" legislative efforts needs to be clarified. The Chancellor should meet with the college presidents, vice chancellors and the Legislative Liaison officer to determine what expectations are held for college presidents in this area. It is suggested that each college see its goal to become "the most important entity in a legislator's district." College officials should highlight college qualities and focus on individual legislators' importance to the campus. It should be natural for state senators and representatives to come on a DCCCD campus for any major ceremony and to use our facilities for legislative committee meetings and hearings. There should be continuing opportunities provided to enhance college level interaction with local legislators.

Another idea voiced again and again was to tie the legislative committee assignments to academic disciplines and make that information available to faculty prior to the start of the school year. Implementation of this suggestion along with other similar comments will be pursued by the investigator.

Public Opinion Formulation

This is perhaps the most esoteric of the four strategies. The capturing of constituent's sympathy and support is often achieved by only a select few. But more and more the media have been utilized to develop political strength.

There are several activities which should be undertaken immediately. The first is some type of economic impact study designed to spotlight cost effective elements of the DCCCD operation. Economic impact studies provide a jargon, almost a language by which we can communicate with key decision makers locally and at the state level. The economic value of a college or a system of colleges can be interpreted faster through the results of an economic impact study than through more traditional avenues.

Work has already begun on designing a DCCCD newsletter for locally-elected officials. The focus of the newsletter will be cost effectiveness, quality outcomes and partnership efforts. The newsletter will be published three times a year containing short, succinct articles highlighting those three impact areas. A Chancellor's column will offer a direct means of communicating some feature of the system the Chancellor wants highlighted. It is hoped that this newsletter might precipitate the publishing of other articles in suburban papers as well as the major dailies.

Additional forms of "public opinion formulation" include surveys or public opinion polls. These tools examine the amount of public support a system has in its community. Results of such surveys should be shared through the public officials newsletter and made available for general dissemination through press releases. These surveys can better determine our strengths and weaknesses and whether those attributes are perceived differently in certain parts of the county.

Work also needs to occur in sensitizing the local newspapers and the television stations to our need for support. Visibility for faculty should be emphasized making them more prominent in newspaper columns/articles and on talk/news shows. The DCCCD needs to be seen not only as the "people's colleges" but also as a "resourceful governmental entity." Visits with the editorial staff at the major newspapers and with the editorial staff of selected suburban papers should be facilitated.

Increased Liaison Efforts with State Agencies

There seems to be no argument about the necessity for a more visible role by our system in state government. We need to monitor the meetings of state level entities. We need to become better communicators of our qualities and the reasons we should be given greater consideration in funding issues. Our assertiveness should include a good foundation of the statutes and inner workings of the political system at the state level.

In turn, the Legislative Liaison officer needs to better communicate internally the results of the monitoring efforts. Consideration of an in-house advisory committee to meet with the Chancellor on political involvement should be studied. Also an insert providing updates on legislative activity should be included in the frequent publications of Intercom, a DCCCD system-wide newsletter.

An electronic system of communication between Dallas and Austin should be investigated. Currently the Chancellor's office receives information from the community/junior college association through an electronic mail system. A facsimile component added to the Austin office system would be helpful in quickly sharing information. Locally a program to assist the Legislative Liaison officer in monitoring over 4,000 legislative bills would be helpful. The DCCCD participates in a bill distribution system, but the actual monitoring process has not been effectively computerized and/or transmitted from Austin. The local development of a program designed to monitor bills would be very helpful to the Legislative Liaison officer.

Development of a Local Political Action Committee

The development of a local political action committee (PAC) is a strategy which the investigator recommends be pursued. Such an effort should not become the overriding goal of a legislative program, but if it is a key component it can help balance and support other efforts. PACs provide a means of participation for smaller contributors. Participation in a PAC is sometimes the only volunteer activity staff members can engage in due to time limitations, family obligations and workload demands.

A PAC could be established through a support group to the DCCCD. The statutes do not allow public entities to establish PACs. However retired employees, former trustees, students, interested businessmen and other influential friends of the DCCCD can form together for the purpose of establishing a "Friends of the Dallas Community Colleges PAC." Functions of such an organization would be separate from the daily operation of the DCCCD and would not be housed on its premises.

It is conceivable that a voluntary process with a committed few leading the way, perhaps a steering committee, should be the first step in providing direction to the interested parties who wish to pursue establishing a PAC. The Chancellor or his designate might begin conversation with former trustees and business leaders for the purpose of communicating the results of this study and to develop initial support for a political action committee.

There is no ideal timeframe in which to launch a political action committee. However, if Phase I, as described below were implemented this fall (1988), general solicitation could occur in Spring, 1988. The spring is an advantageous time because no contributions can be awarded during the period of a legislative session. It will also be the time when political

interest will be at its highest. Looking long range, a PAC established this fall would allow it to be fully functioning by fall of 1989, the time in which legislative primaries are held.

Phase I:	Establish Steering Committee Solicit Initial Seed Money File Status with Secretary of State's Office Develop Solicitation Plan and Timeline	Fall, 1988
Phase II:	Implement Solicitation Plan	Spring, 1989
Phase III:	Develop Contribution Strategy	Summer, 1989
Phase IV:	Implement Contribution Strategy	Fall, 1989

Based on the results of this investigation, the project coordinator recommends the development of the four areas of emphasis: enhanced grass roots advocacy at the college level; increased legislative liaison efforts at the state level; public opinion formulation; and, the development of a local political action committee.

In addition to pursuing the four legislative strategies, some consideration should be given to enhancing internal and external communications regarding our legislative activities. Several written recommendations were added regarding increased awareness in the system about our political involvement. This internal revitalization could be facilitated through the development of a newsletter containing brief excerpts about legislative efforts and strategies. The establishment of an advisory committtee to help generate enthusiasm for more participation in the legislative process is another idea worth reviewing. A better form of processing the voluminuous bills and a quick relay of information from Austin are also elements to be enhanced in looking at our internal information flow regarding legislative activities.

One would likely judge the value of this project as very meaningful. It made those involved feel more like a team in pursuing state support for DCCCD funding requests. Thus, this study provides the beginning of what will hopefully become a unified approach by DCCCD employee groups to legislative positioning. Many thanks are extended to the participants.

In addition to the enhanced efforts at the state level, the project coordinator recommends consideration be given to more participation at the national legislative level. Senior colleges and universities are competitively seeking federal grants to supplement college budgets. If Texas state funding amounts continue to stabilize and/or decline more efforts at the national level could allow us flexibility in budgeting for new and innovative programs. A similar plan to develop additional resources at the national level can be prepared when requested.

APPENDIX 1

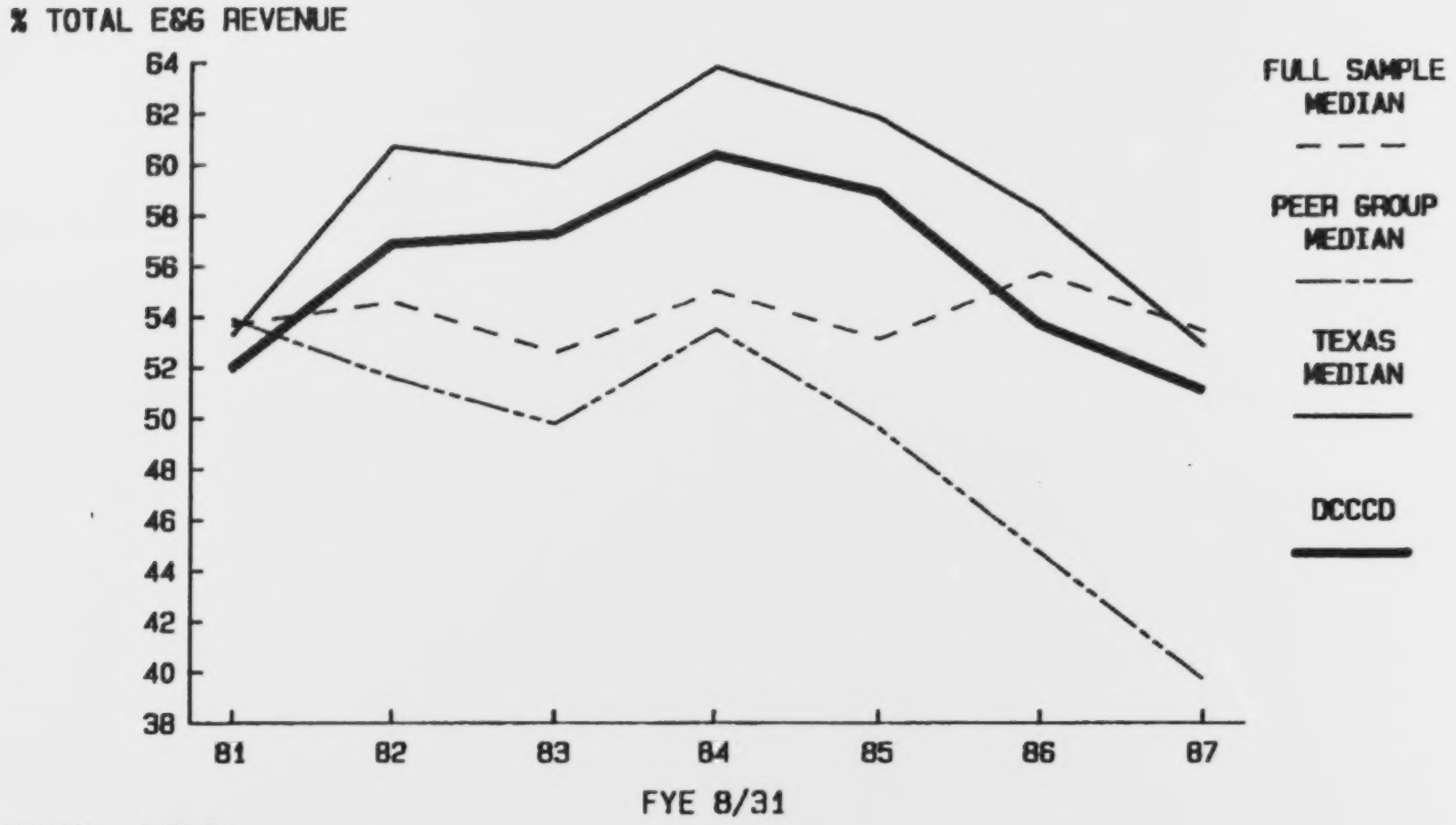
NACUBO Chart

STATE APPROPRIATIONS
% OF TOTAL INCOME

YEAR	ALL COLLEGES	PEERS	TEXAS COLLEGES	DCCCD
81	53.7%	53.9%	53.3%	52.0%
82	54.6%	51.6%	60.7%	56.9%
83	52.6%	49.8%	59.9%	57.3%
84	55.0%	53.5%	63.8%	60.4%
85	53.1%	49.6%	61.8%	58.9%
86	55.7%	44.7%	58.1%	53.7%
87	53.4%	39.7%	52.8%	51.1%

SOURCE: NACUBO STATISTICS
DATE PREPARED: 6/9/88
PREPARED BY: MIKE OLLIGES

STATE APPROPRIATIONS



SOURCE: NACUBO
COMPARATIVE FINANCIAL STATISTICS
FOR PUBLIC COMMUNITY COLLEGES

Dallas County Community College District

Office of the Chancellor

701 Elm Street
Room 400
Dallas, Texas
75202-3299
214/746-2125

Board of Trustees:
Robert A. Bettis
Chairman
J. D. Hall
Vice Chairman
Don Buchholz
Jerry Gilmore
Kenneth M. Pace
Pattie T. Powell
James W. Smith

Chancellor:
R. Jan LeCroy

December 16, 1987

Dr. Stanton Calvert
Executive Director
Texas Public Community/Junior
College Association
1101 Trinity
Austin, Texas 78701

Dear Stanton:

This letter serves as a follow-up report concerning the actions taken by the Dallas Community Colleges in response to Governor Clement's veto of insurance benefits.

As a result of the veto, the DCCCD lost about $5.5 million for the biennium. Because the veto came so late in the fiscal process and so unexpectedly, the DCCCD Board of Trustees decided to raise local taxes an additional 2% per annum to cover the amount allocated for insurance benefits. The DCCCD Trustees had originally intended to raise taxes 6% but increased it to 8% because of the necessity of funding those benefits which are required of us by state law. The difference in the amount raised by the tax increase and the vetoed amount was taken out of our reserve funds.

As were all the junior/community colleges in Texas, we were startled by the Governor's veto and attempted to determine what caused such a drastic action. We asked several supporters of the Dallas Community Colleges to write letters on our behalf to help us determine why the Texas community colleges were singled out. Several of those letters are attached.

The Chairman of the DCCCD Trustees expressed his shock at the veto. His letter is also attached.

We continue to strive toward better communications between the Governor's Office and Texas community colleges. It is imperative that the Governor see Texas community colleges as important factors in higher education.

Sincerely,

Jan

R. Jan LeCroy
Chancellor

APPENDIX 2

Comparison of Education Funding
over Selected Years

Table 2
Average Annual Growth in Education Funding
over Selected Periods*

Period	Fiscal Years Covered	Average Annual Growth	Average Real Growth Per Capita
The Post War Period	1947-51	21.1%	10.6%
The Fifties	1952-61	7.2%	2.1%
The Sixties	1962-71	12.6%	5.7%
The Boon Years	1972-81	13.4%	1.8%
The Eighties	1982-87	6.4%	0.3%
1947-87	1947-87	11.6%	3.6%

*Source: Select Committee on Tax Equity

TEXAS STATE FUNDING LEVELS*
Community Colleges
1985 - 1991*

1985 X 2	1987 Operating Level	1989 SB 1 Passed by Legislature	1989 SB 1 after Governor's Veto	1989 Reduction per Article V Section 101 (less .0065)	1990 Estimated Appropria. Coordinating Board Recommenda.	1991 Estimated Appropria. Coordinating Board Recommenda.
449,639,591	405,310,803	438,965,677	416,289,670	413,533,788 (2% over 1987)	562,581,920 (36.6% over 1989)	586,210,361 (4.2% over 1990)

*Amounts may vary slightly

APPENDIX 3

Statute Concerning Legislative
Activity of Public Entities

machinery, fixtures, tools, power, water, fuel and lubricants used or consumed, ordered and delivered for use or consumption, or specially fabricated for use or consumption but not yet delivered, in the direct prosecution of a public works contract.

(D) "Retainage" shall mean the part of a contract payment withheld by a governmental entity to secure performance of the contract.

General Requirement

Sec. 2. In any contract providing for retainage of greater than five percent of periodic contract payments, the governmental entity shall deposit the retainage in an interest-bearing account, and interest earned on such retainage funds shall be paid to the prime contractor upon completion of the contract.

Exceptions

Sec. 3. The provisions of this Act shall not apply to:

(A) a contract executed before the effective date of this Act;

(B) a contract where the total contract price estimate at the time of execution of the contract is less than $400,000;

(C) contracts made by the State Department of Highways and Public Transportation pursuant to the terms of Chapter 186, General Laws, Acts of the 39th Legislature, Regular Session, 1925, as amended (Article 6674a et seq., Vernon's Texas Civil Statutes); or

(D) until June 1, 1983, contracts made by a political subdivision funded in whole or in part with water development bonds pursuant to Section 49–c, as amended, and Section 49–d, as amended, of Article III of the Texas Constitution, or water quality enhancement bonds pursuant to Section 49–d–1, as amended, of Article III of the Texas Constitution, or bonds pursuant to Chapter 54 of the Texas Water Code.

Severability

Sec. 4. If any provision of this Act or the application thereof to any body or circumstances is held invalid, such invalidity shall not affect the other provisions or applications of this Act which can be given effect without the invalid provision or application, and to this end the provisions of this Act are hereby declared severable.

Acts 1981, 67th Leg., p. 3191, ch. 836, eff. Aug. 31, 1981.

Art. 6252–9f. Political Activities by State Employees

Definitions

Sec. 1. In this Act:

(1) "State agency" means:

(A) a department, commission, board, office, or other agency in the executive branch of state government, created under the constitution or a statute, whose authority is statewide;

(B) a university system or an institution of higher education as defined by Section 61.003, Texas Education Code; or

(C) the supreme court, the court of criminal appeals, a court of appeals, or the Texas Judicial Council.

(2) "State employee" means a person who is employed by a state agency. The term does not include an elected official or a person appointed to office by the governor subject to approval by the senate.

Rights

Sec. 2. Except as expressly prohibited by this Act, a state employee has the full rights of freedom of association and political participation guaranteed by the state and federal constitutions.

Prohibitions

Sec. 3. (a) A state employee may not:

(1) use official authority or influence or permit the use of a program administered by the state to interfere with or affect the result of an election or nomination of a candidate, or to achieve any other political purpose; or

(2) coerce, attempt to coerce, command, restrict, attempt to restrict, or prevent the payment, loan, or contribution of any thing of value to a person or political organization for a political purpose.

(b) For purposes of this section, a state employee does not interfere with or affect the results of an election or nomination if the employee's conduct is permitted by a law relating to his office or employment and is not otherwise unlawful.

Violations

Sec. 4. A state employee who violates Section 3 of this Act is subject to immediate termination of employment.

Limitation

Sec. 5. This Act does not apply to a person employed by the Texas Department of Public Safety.

Acts 1983, 68th Leg., p. 3763, ch. 579, §§ 1 to 5, eff. Sept. 1, 1983.

Section 8 of the 1983 Act provides:

"Sections 3 and 4 of this Act apply only to conduct that occurs on or after the effective date of this Act."

Art. 6252–13a. Administrative Procedure and Texas Register Act

Purpose

Sec. 1. It is declared the public policy of this state to afford minimum standards of uniform practice and procedure for state agencies, to provide for public participation in the rulemaking process, to provide adequate and proper public notice of proposed agency rules and agency actions through publication of a state register, and to restate the law of judicial review of agency action.

Short Title

Sec. 2. This Act shall be known and may be cited as the Administrative Procedure and Texas Register Act.

Definitions

Sec. 3. As used in this Act:

(1) "Agency" means any state board, commission, department, or officer having statewide jurisdiction, other than an agency wholly financed by federal funds, the legislature, the courts, the Industrial Accident Board, and institutions of higher education, that makes rules or determines contested cases.

(2) "Contested case" means a proceeding, including but not restricted to ratemaking and licensing, in which the legal rights, duties, or privileges of a party are to be determined by an agency after an opportunity for adjudicative hearing.

(3) "License" includes the whole or part of any agency permit, certificate, approval, registration, or similar form of permission required by law.

(4) "Licensing" includes the agency process respecting the granting, denial, renewal, revocation, suspension, annulment, withdrawal, or amendment of a license.

(5) "Party" means each person or agency named or admitted as a party.

(6) "Person" means any individual, partnership, corporation, association, governmental subdivision, or public or private organization of any character other than an agency.

(7) "Rule" means any agency statement of general applicability that implements, interprets, or prescribes law or policy, or describes the procedure or practice requirements of an agency. The term includes the amendment or repeal of a prior rule but does not include statements concerning only the internal management or organization of any agency and not affecting private rights or procedures.

(8) "Register" means the Texas Register established by this Act.

(9) "Electronic means" means the transmission of data between word or data processors over either dedicated cables or commercial lines.

(10) "Letter of certification" means a statement which specifies the type of information that has been transmitted by electronic means to the register and which has been signed by the agency's designated certifying official and agency liaison.

Public Information; Adoption of Rules; Availability of Rules and Orders

Sec. 4. (a) In addition to other rulemaking requirements imposed by law, each agency shall:

(1) adopt rules of practice setting forth the nature and requirements of all formal and informal procedures available;

(2) index and make available for public inspection all rules and all other written statements of policy or interpretations formulated, adopted, or used by the agency in the discharge of its functions; and

(3) index and make available for public inspection all final orders, decisions, and opinions.

(b) No agency rule, order, or decision made or issued on or after the effective date of this Act is valid or effective against any person or party, nor may it be invoked by the agency for any purpose, until it has been indexed and made available for public inspection as required by this Act. This

APPENDIX 4

Memorandum Announcing Focus Group Meetings

MEMORANDUM

THE DALLAS COUNTY COMMUNITY COLLEGE DISTRICT
OFFICE OF THE CHANCELLOR

TO:

Johnyce Alders	Delryn Fleming	Eileen Lynch
Ray Attner	Annette Flowers	Ivan Martinez
Joy Babb	Brenda Floyd	Charles McAdams
Anne Brophy	Patsy Fulton	Julie Pendleton
Mary Brumbach	Gene Gibbons	Jeana Remington
Rod Butler	Sylvia Grey	Marjorie Schuchat
Sharon Burton	Lindle Grigsby	Bob Stock
Beverly Cox	Jay Hammond	Marge Trubisky
Larry Darlage	Dianne Horton	
Brenda Dillon	Pamela Ice	

FROM: Jackie Caswell, Executive Assistant to the Chancellor and Legislative Liaison

DATE: March 8, 1988

Subject: Brookhaven College Focus Group Meeting on DCCCD Legislative Strategies--March 22, 1988, 2:00 - 3:30 p.m., B301

As a method of increasing the level of understanding regarding the DCCCD legislative strategies and in order to obtain feedback regarding those strategies I am scheduling "focus group" meetings at each of our campuses. The term "focus group" in this case is defined as a meeting of representatives of the various employee groups (faculty, non-contractual, administrative) for the purpose of receiving information on a particular topic, discussing the issue and providing useable feedback regarding the direction the topic should take. The "focus group" is an ad hoc sampling of employees and is not intended to meet more than one time as a unit for this purpose.

You have been designated as a member of the "focus group" meeting scheduled for March 22, 1988 at Brookhaven College from 2:00 - 3:30 p.m. in Room B-301. The topic is "DCCCD Legislative Strategies."

If you are able to attend this meeting you are asked to listen to the presentation on the legislative strategies (don't worry if you are not politically literate), be prepared to offer your reaction as a member of an employee group and then complete a response form which will be distributed at the meeting.

I do hope you will be able to attend this meeting. Your suggestions will be helpful plus I believe you will feel better informed as a result of the meeting. Please let me know if you are unable to attend or would like to bring another person. We are not trying to exclude anyone from attending, but rather are attempting to keep the group to a workable size.

cc: Larry Tyree; Jack Stone; Ted Hughes; Bill Tucker

MEMORANDUM

THE DALLAS COUNTY COMMUNITY COLLEGE DISTRICT
OFFICE OF THE CHANCELLOR

TO:

David Amidon	Jerry Henson	Vic Rizzo
Donnelle Attner	Rayburn Hill	Sally Satterwhite
Ken Bailey	Edna Isbell	Bea Smith
Donnine Ballance	Diane Jordan	Harryette Stover
Jackie Burden	Carl Knight	Dan Sundermann
Laura Carr	Lu McClellen	Sam Tinsley
Richard Cinclair	David McCoy	Allene Wheat
Charles Dale	Mike Moorhead	Felix Zamora
Vivian Dennis	David Preston	

FROM: Jackie Caswell, Executive Assistant to the Chancellor and Legislative Liaison

DATE: March 15, 1988

Subject: Eastfield College Focus Group Meeting on DCCCD Legislative Strategies--March 30, 1988, 2:00 - 3:30 p.m., C142

As a method of increasing the level of understanding regarding the DCCCD legislative strategies and in order to obtain feedback regarding those strategies I am scheduling "focus group" meetings at each of our campuses. The term "focus group" in this case is defined as a meeting of representatives of the various employee groups (faculty, non-contractual, administrative) for the purpose of receiving information on a particular topic, discussing the issue and providing useable feedback regarding the direction the topic should take. The "focus group" is an ad hoc sampling of employees and is not intended to meet more than one time as a unit for this purpose.

You have been designated as a member of the "focus group" meeting scheduled for March 30, 1988 at Eastfield College from 2:00 - 3:30 p.m. in Room C142. The topic is "DCCCD Legislative Strategies."

If you are able to attend this meeting you are asked to listen to the presentation on the legislative strategies (don't worry if you are not politically astute), be prepared to offer your reaction as a member of an employee group and then complete a response form which will be distributed at the meeting.

I do hope you will be able to attend this meeting. Your suggestions will be helpful plus I believe you will feel better informed as a result of the meeting. Please let me know if you are unable to attend or would like to bring another person. We are not trying to exclude anyone from attending, but rather are attempting to keep the group to a workable size.

cc: Larry Tyree; Jack Stone; Ted Hughes; Bill Tucker

MEMORANDUM

THE DALLAS COUNTY COMMUNITY COLLEGE DISTRICT
OFFICE OF THE CHANCELLOR

TO:

Fela Alfaro	Michael Jackson	Paxton Moore
Mildred Bell	Janet James	Betty Moran
Reba Blackshear	Gus Katsigris	Jean Page
Demetria Bradfield	Wright Lassiter, Jr.	Thurman Randle
Sondra Flemming	Charlene Lee	Rudy Roundtree
Grover Gillett	Greg Lewis	Bob Trotter
Martha Harman	Mary Miller	Bettie Tully
Richard Hill	Barbara Montgomery	Ray Witherspoon
Curtis Ivery		

FROM: Jackie Caswell, Executive Assistant to the Chancellor and Legislative Liaison

DATE: March 15, 1988

Subject: El Centro College Focus Group Meeting on DCCCD Legislative Strategies--March 31, 1988, 1:30 - 3:00 p.m., Room 908

As a method of increasing the level of understanding regarding the DCCCD legislative strategies and in order to obtain feedback regarding those strategies I am scheduling "focus group" meetings at each of our campuses. The term "focus group" in this case is defined as a meeting of representatives of the various employee groups (faculty, non-contractual, administrative) for the purpose of receiving information on a particular topic, discussing the issue and providing useable feedback regarding the direction the topic should take. The "focus group" is an ad hoc sampling of employees and is not intended to meet more than one time as a unit for this purpose.

You have been designated as a member of the "focus group" meeting scheduled for March 31, 1988 at El Centro College from 1:30 - 3:00 p.m. in Room 908. The topic is "DCCCD Legislative Strategies."

If you are able to attend this meeting you are asked to listen to the presentation on the legislative strategies (don't worry if you are not politically astute), be prepared to offer your reaction as a member of an employee group and then complete a response form which will be distributed at the meeting.

I do hope you will be able to attend this meeting. Your suggestions will be helpful plus I believe you will feel better informed as a result of the meeting. Please let me know if you are unable to attend or would like to bring another person. We are not trying to exclude anyone from attending, but rather are attempting to keep the group to a workable size.

cc: Larry Tyree; Jack Stone; Ted Hughes; Bill Tucker

MEMORANDUM

THE DALLAS COUNTY COMMUNITY COLLEGE DISTRICT
OFFICE OF THE CHANCELLOR

TO: Yvonne Abatso
Karen Allen
Sharon Beauchamp
Patsy Blankenship
Lynn Brink
Alice Butler
Enrique Chamberlain
Grady Cherry
Mary Ciminelli
Grady Grizzle
Jim Horton
Jim Hughes
Jim Knowles
Margaret Lewis
Linda Long
Margot Olson
Jim Picquet
Shirley Thompson
Joel Vela

FROM: Jackie Caswell, Executive Assistant to the Chancellor and Legislative Liaison

DATE: March 15, 1988

Subject: North Lake College Focus Group Meeting on DCCCD Legislative Strategies--April 4, 1988, 1:30 - 3:00 p.m., Room K216

As a method of increasing the level of understanding regarding the DCCCD legislative strategies and in order to obtain feedback regarding those strategies I am scheduling "focus group" meetings at each of our campuses. The term "focus group" in this case is defined as a meeting of representatives of the various employee groups (faculty, non-contractual, administrative) for the purpose of receiving information on a particular topic, discussing the issue and providing useable feedback regarding the direction the topic should take. The "focus group" is an ad hoc sampling of employees and is not intended to meet more than one time as a unit for this purpose.

You have been designated as a member of the "focus group" meeting scheduled for April 4, 1988 at North Lake College from 1:30 - 3:00 p.m. in Room K216. The topic is "DCCCD Legislative Strategies."

If you are able to attend this meeting you are asked to listen to the presentation on the legislative strategies (don't worry if you are not politically astute), be prepared to offer your reaction as a member of an employee group and then complete a response form which will be distributed at the meeting.

I do hope you will be able to attend this meeting. Your suggestions will be helpful plus I believe you will feel better informed as a result of the meeting. Please let me know if you are unable to attend or would like to bring another person. We are not trying to exclude anyone from attending, but rather are attempting to keep the group to a workable size.

cc: Larry Tyree; Jack Stone; Ted Hughes; Bill Tucker

THE BRIDGE

RICHLAND COLLEGE • Public Information
Staff Newsletter • 238-6194 • Dallas, Texas

April 4, 1988

Announcements

International Day

Richland celebrates its international community April 6 (Wednesday) with the Ninth Annual International Day.

Displays from many countries will be in the El Paso area near the bookstore and you should wear something (clothing, jewelry, assessories) to illustrate your heritage.

DON THOMPSON, Counseling, is International Day Coordinator. If you need more information, call 6129.

Last call for LeCroy scrapbook

April 15 (Friday) is the deadline for entries to be submitted for Dr. Jan LeCroy's scrapbook. Please send your note or letter, pertinent clipping or photo, or written anecdote to Ray Campbell, District Public Information.

Some folks have asked if it is too late to send a contribution to the Jan LeCroy student scholarship endowment. You can still send checks made out to the DCCCD Foundation to Carole Shlipak at the Foundation Office, 701 Elm.

Legislative strategies

Jackie Caswell, DCCCD legislative liaison, will meet with Richland staffers April 13 (Wednesday) from 1:30 to 3 p.m. in S115 to discuss legislative strategies for the 71st legislative session.

Topics include: our role in campus legislative advocacy, her role as liaison for the district, polling and econimic import studies and PAC possibilities.

Outpost moves

Notice the new Listening Outpost location for April on page 3 of this issue of The Bridge.

Spring Jazz Concert

Richland's Jazz Band performs April 5 at 7:30 p.m. in the Performance Hall. This year the Paul Guerrero/Don Joseph Jazz Orchestra shares the spotlight with our stage band.

The program April 5 is a blend of big band favorites, plus a healthy dose of Latin jazz compositions. A few "pop" tunes will round out the free concert that is dedicated this year to PAUL GUERRERO, Humanities, who is recovering from cancer.

Musicians from North Texas State University and The University of Texas at Arlington, along with professionals from New York and Detroit join Dallas jazz musicians in the Jazz Orchestra for traditional favorites by Stan Kenton, Count Basie and Lionel Richie. Some of the featured soloists are: Mike Springer, piano; Rob Jones, trumpet; Laura Thornton, flute, Eddie Williams, jazz trumpet and Glen Kostur, baritone sax.

For more information, call 6250.

MEMORANDUM

THE DALLAS COUNTY COMMUNITY COLLEGE DISTRICT
OFFICE OF THE CHANCELLOR

TO:

Bob Brown	Larry Felty	Spencer Olesen
Jean Brown	Stan Fulton	Don Perry
Bruce Coad	Guy Gooding	Larry Pool
Sharron Colburn	Geoffrey Grimes	John Pritchett
Wayne Cook	Kaye Gumm	Linda Stegall
John Cowan	Bill Jordan	Joanne Terry
Ann Cunningham	Richard Means	Ina Walker
Ann Faulkner	John Nelson	Bess Wickersham

FROM: Jackie Caswell, Executive Assistant to the Chancellor and Legislative Liaison

DATE: March 22, 1988

Subject: Mountain View College Focus Group Meeting on DCCCD Legislative Strategies--April 14, 1988, 1:30 - 3:00 p.m., Room W37

As a method of increasing the level of understanding regarding the DCCCD legislative strategies and in order to obtain feedback regarding those strategies I am scheduling "focus group" meetings at each of our campuses. The term "focus group" in this case is defined as a meeting of representatives of the various employee groups (faculty, non-contractual, administrative) for the purpose of receiving information on a particular topic, discussing the issue and providing useable feedback regarding the direction the topic should take. The "focus group" is an ad hoc sampling of employees and is not intended to meet more than one time as a unit for this purpose.

You have been designated as a member of the "focus group" meeting scheduled for April 14, 1988 at Mountain View College from 1:30 - 3:00 p.m. in Room W37. The topic is "DCCCD Legislative Strategies."

If you are able to attend this meeting you are asked to listen to the presentation on the legislative strategies (don't worry if you are not politically astute), be prepared to offer your reaction as a member of an employee group and then complete a response form which will be distributed at the meeting.

I do hope you will be able to attend this meeting. Your suggestions will be helpful plus I believe you will feel better informed as a result of the meeting. Please let me know if you are unable to attend or would like to bring another person. We are not trying to exclude anyone from attending, but rather are attempting to keep the group to a workable size.

cc: Larry Tyree; Jack Stone; Ted Hughes; Bill Tucker

MEMORANDUM

THE DALLAS COUNTY COMMUNITY COLLEGE DISTRICT
OFFICE OF THE CHANCELLOR

TO: Walt Beene, Russ Benzamin, Mary Bookman, Cecil Brewer, Jim Butzek, Calvin Christman, Dawn Dryden, Brian Earle, David Eishen, Floyd Elkins, Ed Garcia, Connie Green, Jim Harlow, Bettie Meachum, John Pharr, John Pratt, Brenda Stevenson, Becky Young

FROM: Jackie Caswell, Executive Assistant to the Chancellor and Legislative Liaison

DATE: March 23, 1988

Subject: Cedar Valley College Focus Group Meeting on DCCCD Legislative Strategies--April 19, 1988, 2:00 - 3:30 p.m., Room D2

As a method of increasing the level of understanding regarding the DCCCD legislative strategies and in order to obtain feedback regarding those strategies I am scheduling "focus group" meetings at each of our campuses. The term "focus group" in this case is defined as a meeting of representatives of the various employee groups (faculty, non-contractual, administrative) for the purpose of receiving information on a particular topic, discussing the issue and providing useable feedback regarding the direction the topic should take. The "focus group" is an ad hoc sampling of employees and is not intended to meet more than one time as a unit for this purpose.

You have been designated as a member of the "focus group" meeting scheduled for April 19, 1988 at Cedar Valley College from 2:00 - 3:30 p.m. in Room D2. The topic is "DCCCD Legislative Strategies."

If you are able to attend this meeting you are asked to listen to the presentation on the legislative strategies (don't worry if you are not politically astute), be prepared to offer your reaction as a member of an employee group and then complete a response form which will be distributed at the meeting.

I do hope you will be able to attend this meeting. Your suggestions will be helpful plus I believe you will feel better informed as a result of the meeting. Please let me know if you are unable to attend or would like to bring another person. We are not trying to exclude anyone from attending, but rather are attempting to keep the group to a workable size.

cc: Larry Tyree; Jack Stone; Ted Hughes; Bill Tucker

MEMORANDUM

THE DALLAS COUNTY COMMUNITY COLLEGE DISTRICT
OFFICE OF THE CHANCELLOR

TO: District Office Administrators and Staff at 701 Elm Street and the Business and Professional Institute Offices in the Moline Building

FROM: Jackie Caswell, Executive Assistant to the Chancellor and Legislative Liaison

DATE: April 26, 1988

SUBJECT: District Office Focus Group Meeting on DCCCD Legislative Strategies--Friday, April 29, 1988, Board Room, District Offices, 9:00 - 10:30 a.m.

As a method of increasing the level of understanding regarding the DCCCD legislative strategies and in order to obtain feedback regarding those strategies I am scheduling "focus group" meetings at each of our locations. The term "focus group" in this case is defined as a meeting of representatives of the various employee groups (faculty, non-contractual, administrative) for the purpose of receiving information on a particular topic, discussing the issue and providing useable feedback regarding the direction the topic should take. The "focus group" is an ad hoc sampling of employees and is not intended to meet more than one time as a unit for this purpose.

You are invited to attend the "focus group" meeting scheduled for April 29, 1988 at the District Offices from 9:00 - 10:30 a.m. in the Board Room. The topic is "DCCCD Legislative Strategies."

If you are able to attend this meeting you will be asked to listen to the presentation on the legislative strategies (don't worry if you are not politically astute), be prepared to offer your reaction as a member of an employee group and then complete a response form which will be distributed at the meeting.

I do hope you will be able to attend this session. Your suggestions will be helpful plus I believe you will feel better informed as a result of the meeting.

JC/gw

MEMORANDUM

THE DALLAS COUNTY COMMUNITY COLLEGE DISTRICT
OFFICE OF THE CHANCELLOR

TO:

Anita Adams	Meg Dollgener	Mike Olliges
Tom Ballard	Paul Dumont	Bob Pharr
Toni Barajas	Jim Hill	Pam Quinn
David Bartley	John Hillyer	Tony Reed
Alice Bursey	Joe Huber	David Shanks
James Cason	Ted Hughes	Janet Smith
Dottie Clark	Gary Klein	Kathryn Tucker
Sue Cole	Nathan Ivey	Joe Ward
Robb Dean	David Molina	

FROM: Jackie Caswell, Executive Assistant to the Chancellor and Legislative Liaison

DATE: April 29, 1988

SUBJECT: District Service Center Focus Group Meeting on DCCCD Legislative Strategies--Friday, May 6, 1988, 9:00 - 10:30 a.m., Rooms C and D, District Service Center

As a method of increasing the level of understanding regarding the DCCCD legislative strategies and in order to obtain feedback regarding those strategies I am scheduling "focus group" meetings at each of our locations. The term "focus group" in this case is defined as a meeting of representatives of the various employee groups (faculty, non-contractual, administrative) for the purpose of receiving information on a particular topic, discussing the issue and providing useable feedback regarding the direction the topic should take. The "focus group" is an ad hoc sampling of employees and is not intended to meet more than one time as a unit for this purpose.

You have been designated as a member of the "focus group" meeting scheduled for May 6, 1988 at the District Service Center from 9:00 - 10:30 a.m. in Rooms C and D. The topic is "DCCCD Legislative Strategies."

If you are able to attend this meeting you are asked to listen to the presentation on the legislative strategies (don't worry if you are not politically astute), be prepared to offer your reaction as a member of an employee group and then complete a response form which will be distributed at the meeting.

I do hope you will be able to attend this meeting. Your suggestions will be helpful plus I believe you will feel better informed as a result of the meeting. Please let me know if you are unable to attend or would like to bring another person. We are not trying to exclude anyone from attending, but rather are attempting to keep the group to a workable size.

cc: Larry Tyree; Jack Stone; Bill Tucker

APPENDIX 5

Sample Response Form

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

Legislative Strategy Updates
Participant Response Form*

1. The DCCCD legislative strategy reviewed today:

   _____ Really opened my eyes
   _____ Fulfilled my expectations
   _____ Left something to be desired
   _____ Did not fulfill my expectations

2. In future DCCCD Legislative Strategy overviews, I would suggest the following areas be emphasized:

   _____
   _____
   _____

3. I think the colleges' "grass roots" involvement with legislators in their service areas is:

   _____ Very important
   _____ Important
   _____ Helpful
   _____ Optional
   _____ Not very important

4. I believe the DCCCD should continue to pursue the establishment of a political action committee (PAC):

   _____ Definitely
   _____ Sounds good
   _____ Maybe
   _____ Maybe not
   _____ Absolutely not

5. I believe the DCCCD should strengthen its overall legislative advocacy.

   _____ Absolutely
   _____ Sounds good
   _____ It's on track
   _____ It won't do any good
   _____ Absolutely not

*Check one response under each question as appropriate

6. I believe the following carry the most responsibility for our legislative success. (Check as many as you wish.)

_____ Chancellor
_____ Executive Cabinet
_____ College Presidents
_____ Legislative Liaison
_____ Board of Trustees
_____ Faculty
_____ None of the above
_____ All of the above
_____ Students
_____ Non-contractuals

7. I believe that "legislative advocacy" on the state level should be:

_____ Our most important priority
_____ One of our top ten priorities
_____ Considered equal to other goals
_____ We shouldn't even be involved

8. I believe we should conduct public opinion polls as a method of letting legislators know how important we are to the tax paying public:

_____ Definitely
_____ Probably so
_____ Okay
_____ Won't do any good
_____ Other _____

9. I believe an "economic impact study" connecting our funding levels with the dollars we pour back into our community would be:

_____ Very helpful
_____ Good but not necessary
_____ Okay
_____ Not helpful

10. I believe we need to pool our individual resources and all cooperate in making a stronger impact on the state legislature.

_____ Definitely
_____ Maybe
_____ Okay
_____ Not necessary

11. If a DCCCD political action committee were organized, how would you recommend raising funds for it? Rank the following responses in order with 1 being the least effective and 6 being the most effective means of raising funds.

_____ Direct solicitation of employees by mail
_____ Solicitation of employees by group (i.e. colleges, employee groups, divisions)
_____ Major fund raising activity like a banquet or special luncheon
_____ Sell items like tee shirts, mugs, etc.
_____ Special sports fund raiser (golf tourney)
_____ Telethon or solicitation by phone (i.e. Channel 13)

Please complete the following about yourself:

_____ Administrator
_____ Faculty
_____ Non-Contractual

_____ Full-time
_____ Part-time

Years worked in DCCCD:

_____ Less than 1 year
_____ 1-3 years
_____ 3-5 years
_____ 5-10 years
_____ 10+ years

I currently contribute to:

_____ Employee Development Fund
_____ DCCCD Foundation
_____ United Way
_____ Faculty Association
_____ 1-2 other charities
_____ 2-5 other charities

If I were to contribute to a political action committee I feel I could afford the following on an annual basis:

_____ $5.00
_____ $10.00
_____ $15.00
_____ $20.00
_____ $25.00
_____ $35.00
_____ $50.00 - $100.00
_____ $100.00+

Below please make any comments you feel would be helpful in formulating legislative strategies for the DCCCD:

_____

_____

_____

_____

_____

_____

Please return to Jackie Caswell, District Offices, as soon as possible.

3/22/88

APPENDIX 6

Members of Dallas Delegation as
Assigned to Colleges

2/17/87

DALLAS AREA STATE LEGISLATORS

Prepared by
The Dallas Chamber
Community Development and Governmental Affairs
Department

Texas State Senators

Chet Edwards (3)*	(D-Duncanvile)	District 9	512/463-0109
Ike Harris (2)	(R-Dallas)	District 8	512/463-0107
Eddie Bernice Johnson (6,5)	(D-Dallas)	District 23	512/463-0123
John Leedom (4,8)	(R-Dallas)	District 16	512/463-0116
Ted Lyon (4,3)	(D-Rockwall)	District 2	512/463-0102
Bob McFarland (7)	(R-Arlington)	District 10	512/463-0110

Texas State Representatives

Fred Agnich (8,2)	(R-Dallas)	District 114	512/463-0454
Bill Arnold (6,7)	(D-Grand Prairie)	District 106	512/463-0694
Bill Blackwood (4)	(R-Mesquite)	District 105	512/463-0464
Fred Blair (6,3)	(D-Dallas)	District 110	512/463-0664
David Cain (5)	(D-Dallas)	District 107	512/463-0476
Bill Ceverha (8)	(R-Dallas)	District 112	512/463-0486
Al Granoff (4,3)	(D-Dallas)	District 108	512/463-0548
Bill Hammond (4,5)	(R-Dallas)	District 109	512/463-0560
Anita Hill (8)	(R-Garland)	District 101	512/463-0574
Patricia Hill (2)	(R-Dallas)	District 102	512/463-0576
Sam Hudson (5)	(D-Dallas)	District 100	512/463-0584
Sam Johnson (8)	(R-Plano)	District 60	512/463-0594
Jerald Larry (6,5)	(D-Dallas)	District 111	512/463-0642
Ken Marchant (2,7)	(R-Carrollton)	District 99	512/463-0468
A. R. Ovard (8,4)	(D-Dallas)	District 113	512/463-0590
Glenn Repp (3,6)	(R-Duncanville)	District 104	512/463-0598
Gwyn Shea (7)	(R-Irving)	District 98	512/463-0690
Steve Wolens (6,5)	(D-Dallas)	District 103	512/463-0746

Correspondence to members of the legislature should be addressed to their respective offices.

The Honorable (Full Name)
Texas Senate
P.O. Box 12068 - Capitol Station
Austin, Texas 78711

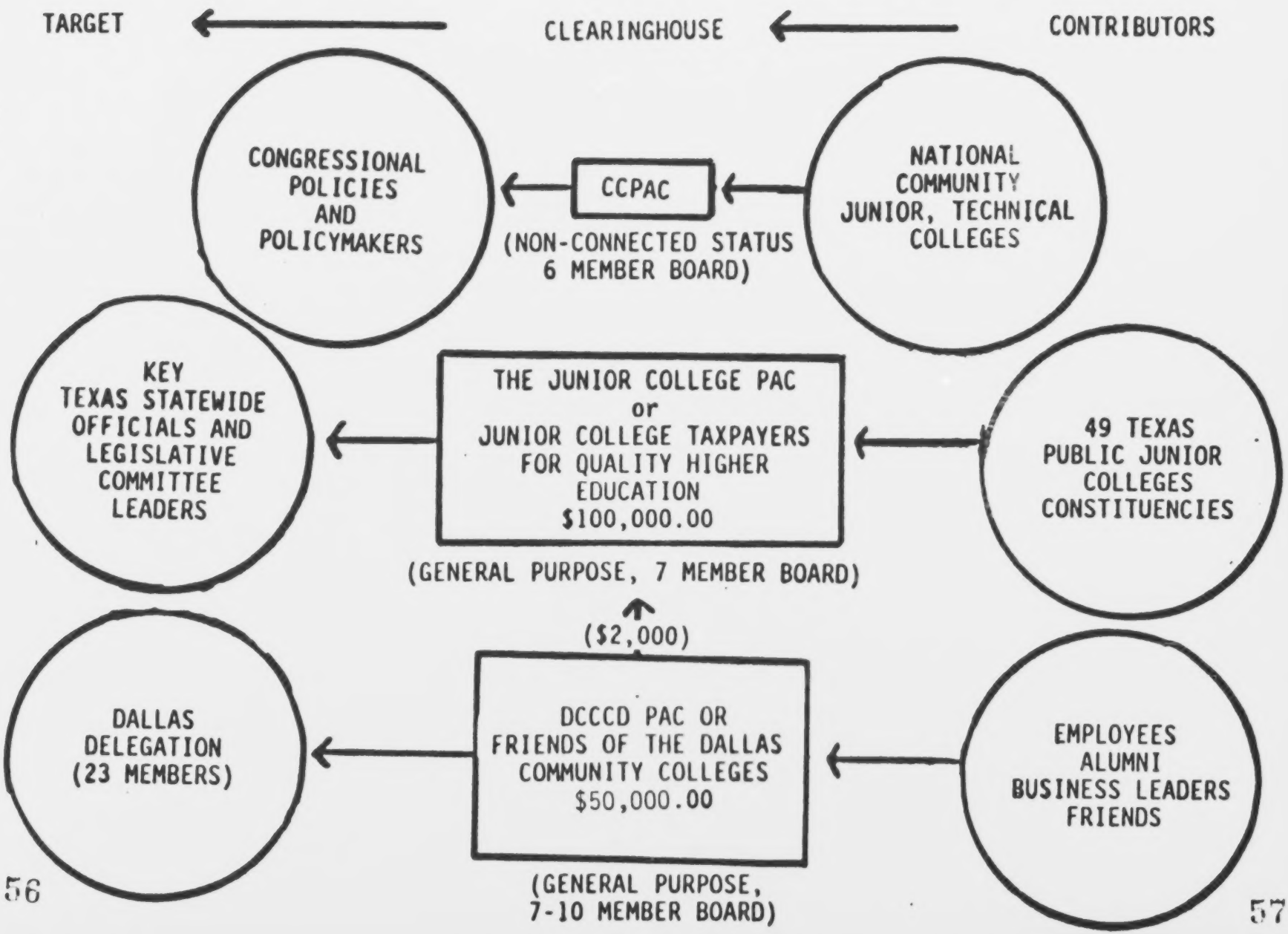
The Honorable (Full Name)
Texas House of Representatives
P.O. Box 2910
Austin, Texas 78769

*( ) Represents college affiliation to use as a guide in interfacing with Dallas Delegation members.

DCCCD Contact Source: Jackie Caswell (746-2471)

APPENDIX 7

Overview of National, Local and State Political Action Committees


TARGET
CLEARINGHOUSE
CONTRIBUTORS
CONGRESSIONAL POLICIES AND POLICYMAKERS
CCPAC
(NON-CONNECTED STATUS 6 MEMBER BOARD)
NATIONAL COMMUNITY JUNIOR, TECHNICAL COLLEGES
KEY TEXAS STATEWIDE OFFICIALS AND LEGISLATIVE COMMITTEE LEADERS
THE JUNIOR COLLEGE PAC or JUNIOR COLLEGE TAXPAYERS FOR QUALITY HIGHER EDUCATION $100,000.00
(GENERAL PURPOSE, 7 MEMBER BOARD)
49 TEXAS PUBLIC JUNIOR COLLEGES CONSTITUENCIES
($2,000)
DALLAS DELEGATION (23 MEMBERS)
DCCCD PAC OR FRIENDS OF THE DALLAS COMMUNITY COLLEGES $50,000.00
(GENERAL PURPOSE, 7-10 MEMBER BOARD)
EMPLOYEES ALUMNI BUSINESS LEADERS FRIENDS

APPENDIX 8

Progress Report on National Community College PAC

COMMUNITY COLLEGE POLITICAL ACTION COMMITTEE

Jackie,
FYI.
Larry
5/17/88

MEMORANDUM

Date: May 6, 1988

To: James F. Gollattscheck

From: Diane U. Eisenberg DUE

Re: CCPAC Financial Report

The following reflects the financial status of the Community College Political Action Committee from May 1, 1987 through April 30, 1988.

I.	RECEIPTS		
	Contributions from individuals	$9,655.00	
	Interest	88.79	
	Total Receipts		$9,743.69
II.	DISBURSEMENTS		
	Contributions to candidates		
	Pat Williams (MT)	350.00	
	Walgren for Congress (MO)	250.00	
	Citizens for Coleman (MO)	200.00	
	William D. Ford (MI)	350.00	
	Neal Smith (IA)	250.00	
		$1,400.00	
	Operating Expenses	$7,923.86	
	.printing: two-page fundraising letter (6,900)		
	.postage for 6,900 letters		
	.design, printing: two-color brochure (2,000)		
	.postage for 1,300		
	.purchase ACCT, AACJC mailing labels		
	.board conference calls		
	.management/administration		
	Total Disbursements		$9,323.86

Brought forward from page 1:

Total Receipts	$9,743.69
Total Disbursements	9,323.86
Cash on Hand 4/30/88	$ 419.83

III. DEBTS OWED

. Dow, Lohnes and Albertson	$5,147.99	
. Eisenberg Associates	877.19	
Jan-Feb: $577.01		
Mar-Apr: $300.18		
. AACJC (labels)	100.00	
Total Debts Owed		$6,125.18

cc: R. Frank Mensel
CCPAC Secretary

ccpac.17

APPENDIX 9

Sample Method of DCCCD Solicitation for PAC

PROPOSED POLITICAL ACTION COMMITTEE

EXAMPLE GOAL SETTING

Seed Money	Goals for Contributions		Goal Amount
$10,000.00	Faculty/Adminis/Staff $32,000.00	Alumni, Students, Friends, etc $8,000	$50,000.00
	$4000 per 8 locations or $20.00 per employee (Average 2000 employees)		
$12,000.00	Faculty/Adminis/Staff $50,000.00	Alumni, etc. $13,000.00	$75,000.00
	$6250 per 8 locations or $25.00 per employee (Average 2000 employees)		
$20,000.00	Faculty/Adminis/Staff $5000	Alumni, etc. $25,000.00	$100,000.00
	$6875 per 8 locations or $27.50 per employee (Average 2000 employees)		

APPENDIX 10

Sample Budget for DCCCD PAC

EXAMPLE BUDGET FOR PAC

BASED ON $50,000.00 PAC

ADMINISTRATION EXPENSES	
ADMINISTRATION, ACCOUNTING, LEGAL FEES	$20,000.00
CONTRIBUTIONS:	
DIRECT TO CANDIDATES	
$500 EACH TO 17 state representatives	8,500.00
$1000 each to 6 state senators	6,000.00
Other races (i.e. Governor)	2,000.00
	$16,500.00
FUND RAISERS:	
20 DINNERS AT $200 PER TABLE	3,000.00
10 tickets to fund raisers at $150.00	1,500.00
Other tickets $50, $75	1,000.00
	$ 5,500.00
FUND RAISING EXPENSES:	
DIRECT MAIL FACULTY/ADMINISTRATORS/STAFF (postage, printing, typing, etc.)	$ 3,000.00
DIRECT MAIL ALUMNI, STUDENTS	$ 5,000.00
	$50,000.00

APPENDIX 11

Individual Suggestions Provided
on Response Form

COLLEGE FOCUS GROUPS
CUMULATIVE REPORT
[124 Total Respondents]

Comment At the Beginning of One College Response Report: Stay above politics if possible. Have groups of leaders help us by starting it and calling it "Merits of Higher Education." Good solid business leaders appear to be the strong ones.

1. The DCCCD legislative strategy reviewed today:

22 Really Opened my eyes
97 Fulfilled my expectations
8 Left something to be desired
2 Did not fulfill my expectations

- (I didn't have any).

-(None of these choices really).

- I knew a lot of this from previous legislative work. It was an excellent update!

- 1 I had no expectations

- It's helpful to see what has been and is still needed. A good discussion.

- The formal presentation seemed rushed, almost apologetic. The q-and-a session was very informative - hence, motivational.

- 1 Reinforced what I knew

[A total of six respondents left this question blank]

2. In future DCCCD Legislative Stategy overviews, I would suggest the following areas be emphasized:

- More basic "why politics is a must for all of us". How/why our very professional lives depend on political activism.

- How the district will support this effort.

- 1. How to involve El Centro students
  2. How to increase political awareness other than through PACS

- How decisions will be made in the PAC

- How the PAC would be administered

- Organization, particularly the Executive Committee

- Establish a PAC

- 1. Local campus efforts
  2. PAC

- Liked the overall look
  How the DCCCD PAC might function versus another PAC - blanket endorsement set.

- Out-reach - visibility at fund raisers

- Coordination of grass roots activities - who's the boss?

- Strategies discussed that impact impending legislation; specific issues facing DCCCD that would really get employees attention and support; and how increased DCCCD legislative involvement would specifically address those issues.

- Continuing calling attention to our need for more involvement at the state level.

- Examples of successes/failures of these strategies with this state.

- I think the topic was well covered.

- More insight into what purpose of overview is/reason for meeting - didn't understand some data and its implications.

- Economic impact survey.

- Specific information on what and how we are currently doing so we can compare and contrast various strategies.

- The seven district presidents should work harder to get local legislative representatives to come on campuses other than to just visit government or history classes.

- Personal contact with Legislators at Home Campuses.
  Regular contact by lobbyists in Austin.

- Hands on step by step education for faculty and staff.

- Communicating economic gain area receives from DCCCD; form the PAC; emphasize that we are a human service, essentially we <u>are</u> seed money in that we enable Texans to improve themselves.

- Good presentation - very informative - just a little background on an annual or semi-annual basis would be helpful.

- Leanings of area politicians -- who to hit up, etc.

- Education (how to receive) on what candidates support the community college effort - these are the people we need to support in an election - support as faculty and administrators - as individuals.

- More information on PACS.

- More info about each politician that we at Richland would be interested in.

- Economic impact of education on State; refer to Texas 2,000 report for ideas of how.

- Funding and support for special needs groups such as literacy, physically handicapped, learning disabled, older students.

- One respondent had a question mark over the lines provided.

- Surveys for those persons following vocational and continuing education programs -

- Provide for special programs to support PAC's from facilities of Richland College Campus.

- The importance of everyone getting involved - it's our jobs we are working to save.

- PAC's - Visiting with Legislators during off-time.

- PACS

- More emphasis on what we can do here at home.

- Provide Legislators with convincing data.

- Create awareness among faculty and staff of legislature's impact on them - definitely use a PAC.

- Try to discover creative ways to increase grass roots involvement with legislators. Try to discover better ways to inform the public about the impact of upcoming legislation.

- More specific organization - intercommunication/sharing of ideas and perceptions.

- I liked the suggestion of "better publicity" (more in the newspapers about us) would bring attention to us and our educational value.

- Grass Roots
  PAC

- Appropriate actions for "grass roots" college staff menbers - dos and don'ts.

- Keeping an eye on the mission of this institution. Strategies of legislative interaction should become commonplace - and not concentrated around legislative sessions.

- The strengths of the community colleges is the communities.

- Overviews should be more frequent and continue to include all employee work groups.

- Economic impact of DCCCD on Dallas and state economy.

- Find key "string pullers"; these are more effective in "controlling" individual legislators.

- Need more information on those legislators who are opposed this fall who did not serve our interests last session.

- Better lobbying; better communications with Dallas community to get their backing.

- Stronger marketing strategies/strengthen ties with legislative contacts.

- Nothing needs to be changed.

- Public Opinion
  Political Action

- Funding significant local polling - use tracking graduates, etc., as reason.

- Enhanced grass roots system; increased liaison efforts with state level; public opinion surveys.

- What we've already done that worked.

- Volunteering to work campaigns.

- Our imput back into Dallas' economy.

- Grass Roots
  Local PAC

- Grassroots relationships

- Position(s) of Dallas House & Senate legislative delegation position and votes on Higher Ed/Community College issues and DCCCD funding.

- How the program relates to the audience on an individual basis especially for future wants and needs. Push out what happens if we "don't" and if we "do" political action.

- How we have proceeded up to now ... the majority of us don't really know.

- Bring political leaders to campuses.
  Create a PAC.
  Enlarge marketing concept.

- Grass roots techniques.
  How to go about defining public opinion.

- The political work in the space between us (DCCCD) and the actual receipt of funds.

- Involving legislators in classrooms.

- State specific issues that we need to be supporting with our state rep's and senators.

- More nuts and bolts information on PAC organization and the advantages (yearly gift vs. frequent contributions).

- Economics improved. Focus on opinion.

- Level of involvement in political agenda by faculty, staff & administrators.

- The access PAC provides.

- More awareness by students and their families of the importance of money.

- Individual employee contact with their elected representatives.

- PAC's and educating <u>all</u> levels of DCCCD employees in political awareness.

- Personal contact with legislators using _____ _____ and list effectiveness of our educators.

- Continue doing what you are doing.

- Certainly need to get the legislators and senators to the campuses. Also emphasize the visibility at dinners, breakfasts, etc.

- How P.I. departments can help.

- Value of sector of population being served by community colleges.

- More emphasis on PAC's - how to organize, what they really do.

- Grassroots, PAC, Alumni & Employee influence (Particularly part-time faculty).

- Strong attempt to associate legislators to specific college(s).

- Who the key people are in the state legislation from Dallas. Identify key political figures from Dallas.

- Organize active PAC - and be very visible.

- PAC's, public opinion enhanced.

- More update sessions 1- during Austin session;
Keep all employees informed.

[A total of fifty-one respondents left this question blank]

3. I think the colleges' "grass roots" involvement with legislators in their service areas is:

109	Very important
26	Important
6	Helpful
	Optional
	Not very important

- Should have been long ago.

- We have tried, but get very little participation. How can we do better!

4. I believe the DCCCD should continue to pursue the establishment of a political action committee (PAC):

59	Definitely
42	Sounds good
28	Maybe
9	Maybe not
2	Absolutely not

- I think this may be dangerous for a tax supported institution. Other lobbying techniques would be better.

- If we can clearly define role, perhaps those against.

[A total of one respondent left this question blank]

5. I believe the DCCCD should strengthen its overall legislative advocacy.

115 Absolutely
18 Sounds good
8 It's on track
_____ It won't do any good
_____ Absolutely not

- The more we can influence the better. If we believe in education we better put on the gloves and get in the arena.

- It should develop one!

6. I believe the following carry the most responsibility for our legislative success. (Check as many as you wish.)

81 Chancellor
38 Executive Cabinet
54 College Presidents
65 Legislative Liaison
68 Board of Trustees
44 Faculty
3 None of the above
62 All of the above
33 Students
25 Non-contractuals

- Legislators listen to VOTERS

- Respondent had question marks behind "faculty", "students", and "non-contractuals with the question "doing what" off to the side.

- Respondent added to "Faculty" & staff with Legislative contacts.

- One respondent added the option of Administrators.

[A total of one respondent left this question blank]

7. I believe that "legislative advocacy" on the state level should be:

17 Our most important priority
108 One of our top ten priorities
16 Considered equal to other goals
_____ We shouldn't even be involved

- Let's show the Leg. what we do and how well we do it and that we are indispensible to Texas education.

- Very important. No money - no programs, services, etc.

- Less minority (comment made after "One of our top ten priorities" selection from above).

8. I believe we should conduct public opinion polls as a method of letting legislators know how important we are to the tax paying public:

85 Definitely
38 Probably so
13 Okay
1 Won't do any good
2 Other _____

- This concept is not clear to me.

- Okay if positive results are assured.

- _____ Definitely, or other device.

- (if the response is favorable).

- ____ Probably so, ... but what do you do with contrary findings?

- ____ ask Claudia

[A total of two respondents left this question blank]

9. I believe an "economic impact study" connecting our funding levels with the dollars we pour back into our community would be:

127 Very helpful
9 Good but not necessary
4 Okay
_____ Not helpful

- Need immediately!!

- Let's start with N.C!!

- Very helpful - if well done - probably not campus-by-campus.

- Don't forget to contact each industry.
- This is an important tool to use with our Chambers of Commerce who, in turn, educate others.

- Absolutely essential; see notes made by Arts groups. How about something similar to the Citizens for Training; Legislative score card of CC symptoms; 65,000 voters on campus.

10. I believe we need to pool our individual resources and all cooperate in making a stronger impact on the state legislature.

118 Definitely
15 Maybe
6 Okay
2 Not necessary

- Individual resources, not money!; I'll march; I'll write letters; I'll parade - I won't join a PAC.

11. If a DCCCD political action committee were organized, how would you recommend raising funds for it? Rank the following responses in order with 1 being the least effective and 6 being the most effective means of raising funds.

- X Arts activity ??!!! - with Social Function combined - Black Tie Dinner & Show -

- I don't like this idea.

- Respondent wrote "all about equal."

- A political action committee does not have to raise large sums of money. It can organize voting blocks in support of candidates and issues and thereby be perceived as important by legislators.

- Explore the personal contacts more thoroughly.

- Two respondents wrote in large letters, NO over the question without answering.

- Anti PAC

[A total of four respondents left this question blank]

Please complete the following about yourself:

68 Administrator
47 Faculty
24 Non-Contractual

_____ Full-time
1 Part-time

[A total of two respondents left this question blank]

Years worked in DCCCD:

2	Less than 1 year	32	5-10 years
10	1-3 years	80	10+ years
13	3-5 years		

[A total two respondents left this question blank]

I currently contribute to:

79	Employee Development Fund
52	DCCCD Foundation
110	United Way
43	Faculty Association
47	1-2 other charities
68	2-5 other charities

- 1 Non-Contractual Association

- 1 Several political organizations.

[A total of two respondents left this question blank]

If I were to contribute to a political action committee I feel I could afford the following on an annual basis:

5	$5.00	37	$25.00
9	$10.00	9	$35.00
3	$15.00	28	$50.00 - $100.00
27	$20.00	7	$100.00+

- 1 Depends

- Unsure.

- Are we ever going to get a raise?
  Perhaps more later.

- I'd want to know what the PAC would do.

- 1 $0.00; I don't believe in PAC's!

- Not at all.

- Not in agreement with forming a PAC.

[A total of five respondents left this question blank]

Below please make any comments you feel would be helpful in formulating legislative strategies for the DCCCD:

- The non-contractual should have say with the PAC's

- The Non-Contractual Association needs to be very active in this group.

- 1. Make sure equal representation on PAC
  2. Make PAC just for District employees.
  3. Limit contribution per employee ($20.00, e.g.)

- More visits like today.

- More information for employees on legislative affairs that pertain to higher education.

- We haven't used the contacts we have, because there has been no coordinated efforts to do this. We all know at least one legislator well and would be prepared to woo him on a political level.

- I feel the most important way to gain greater support is to involve the legislators and their families in the DCCCD campuses, activities, and classes, then our track record and strengths will speak for themselves. We really need to address the identity problem that we face with funding based on public awareness of the DCCCD when so much public awareness is based on knowledge of individual campuses. Are people really aware of the connection? Perhaps the campuses should not operate so autonomously.

- College level participation however organized - (meeting with S & R's - Direct mail - personalized on important issues - organized.

- More frequent legislative briefings.
  Greater funding for the future.

- Involving all district personnel -- faculty, non-contractual, administrators, etc. -- getting their feedback. I suppose, alumnus should be included as well. Oops, I left out students, too.

- We need to set our strategies but make sure we see results. Keep everyone informed as to what is going on. I feel the time has come when we must be recognized for the many things community colleges do for local communities, state, etc.

- I don't particularly like the idea that we made need to form a PAC but it's important to consider if it's what we may need to survive.

- Better Marketing what already exists on campuses to make the public more aware of the DCCCD positive image is essential - There is a lot that could be "better sold" -

And there are lots of ways to raise $$ - maybe in combination with marketing -

With a "think tank" approach we could probably come up with some "possibles" in regard to unique legislative strategies!

- Leadership needs to be established on each campus, work site, perhaps through work-group associations, i.e. faculty associations, non-contractuals, etc.

- I sure am glad to see you doing this. I think it's a great step forward to getting the process organized.

- Why not work out "at home - grass roots" strategy level. Also - if necessary hire really influential Austin lobbyists, i.e., Billy Clayton, George Christian, etc. to work for DCCCD or for the entire Jr. College group statewide to give us additional muscle.

  Someone of this stature in Austin could work with us here to really impact the Leg. when the chips are down on votes.

- Education and information begins at the campus level. Our people are not informed. Our house newsletters carry little information about political issues.

  Those at the district level can begin some of thes research projects. We must begin at the primary level with our folks.

Gladys Left

- I think we need to market the DCCCD to all aspects of the community and state - Best kept secret in Dallas.

- I would like an opportunity to hear faculty comments on individual representatives.

- Cameoing programs and successful students should be helpful personal testimony.

- We have a tremendous challenge in getting the DCCCD employees informed, interested and willing to support a PAC.

- Invite and encourage legislators to visit our campus for special functions, presentations, and guest speakers - show productions, student performances and visitation of classes (at random) and unannounced.

- Each college have a meeting with all employees, elect a committee to represent their college with their ideas and all college committees meet to convey their collective ideas to the Chancellor.

- Thank you for your time, effort, commitment, and influence.

  I believe we have done our job in providing for excellence in education and support action in making it known as a legislative tool.

- Al Granoff is a very good friend of mine - any time you might need someone to contact Alvin - call me.

  DO THE PAC!!!!

  Consider getting precinct numbers as basic vital data from all district employees - then organize an address list by legislative districts.

  KATHY YATES

  Office 238-6301
  Home 240-2123

- PERSONAL CONTACTS: David Cain, Fred Blair, Sam Hudson, Jerald Larry, Alvin Granoff, Eddie Bernice Johnson, Lena Guerrero (from Austin), Debra Danburg (from Houston), Steve Wolens.

  I'll be glad to help with lobbying these persons if needed.

  Al Calkin

- Work on better P.I.!!

- We don't work together enough and develop specific strategies - on going.

- This seems a very good start. Just stay hot-on-it so we don't lose focus, or energy toward making an impact.

- Representatives and Senators should be "adopted" by colleges in the district for special events (graduation, speakers bureau, honors banquets, ground breakings, etc.) on campuses.

  Special faculty trip to audience congressmen in Austin.

  Buy the media! Let the DMN & Channel 8 scare the hell out of these local congressmen with a mic.

- I'm really not attracted to PAC's. Their support of bad guys on "good" issues is distresssing to me. Let's consider supporting a lobbying effort.

  Thanks for addressing the issue!

  Ann Faulkner

- 1. Internal check and follow-up of people in our district who would be influential where our Senators and representatives are concerned in the interest of DCCCD.

  2. Keep individual campus up-dated, and needed action.

  3. Follow-up on grant monies (49%).

- Greater presence locally and in Austin; regular updates - education of staff - involvement.

- I will support a PAC if we go that way. I think we need a more effective lobbying effort.

- Encourage community "service organizations" to use campus facilities for their meetings. Example - encourage "Rotary Clubs" to use campus facilities for their once a week meetings. "All" local political interest persons belong to local service organizations--especially the "Rotary Clubs."

- Make a district "legislative speakers bureau" from our legislators' committee assignments and distribute to faculty.

- I'm glad you are doing this kind of work--as a district and as community colleges we have kept too low a profile.

- Make me an assignment and I'll do it. Cecil.

- I have serious reservations about an institution such as DCCCD forming a PAC. Data collection such as ECO impact study very important.

- Excellent presentation - continue.

- I'll think about this.

- Manage information distribution more effectively and in a timely manner. Definitely "woo" the politicians in Austin ... bring them here to see us.

- Your work may be cut out for you to convince non-contractuals that this will benefit their employee work group. I'm probably pessimistic.

- I feel confident that middle management of local companies will be extremely supportative of DCCCD. Especially T/O programs.

- This sounds good, timely and essential.

- Board should share in more wining and dining responsibilities.

  Economic Impact study needs to be done pronto.

- Develop and distribute as soon as possible a newsletter related to legislative activity then request written response. The main outcome would be input and involvement.

- Legislators tend to be experts on issues that their committee's review. We need to match committee assignments with specific academic discipline.

David Preston

- Have it operated "by DCCCD personnel" to keep overhead low. It is a real turn-off to see major portions of your contributions going to "administration".

- Contact Frito-Lay and secure information on their PAC - it is very successful.

- Faculty and staff need to be educated as to the political realities surrounding our funding. An information campaign, both internally and externally, would be very important. I am willing to help with this. Pamela Ice.

- Send out questionnaries and ask for help directly. Get those who are interested to do the grass roots work in each work group to garner support. Help people help you.

- Newsletter; listings of reps.

- I think this should be closely coordinated with the P.I. office.

- 1. Become more visible in media emphasizing our positive contributions to the economy and society in general.

  2. Provide employees a list of the Texas delegation and committee assignments.

- Employee Alums could be helpful behind the scenes.

  I support the idea of a PAC - but you need to know when to quit pushing your employees for contributions. I was with a private corp. who pushed too much.

- Identify and target key legislators from Dallas.

  Identify and target key political figures in Dallas who might have sway with legislators. Distribute to all employees the list by legislators and how they could affect our jobs. Keep the employees informed about key legislation that might affect us in the District.

- Have someone responsible for the effort.

Get presidents involved.

- Need list of Legislators and their emphasis and a calendar of events - times - issues and what we can do to influence votes; needs to be given early and often during session

[A total of fifty-eight respondents left this question blank]

ERIC CLEARINGHOUSE FOR
JUNIOR COLLEGES DEC 22 1988